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ABSTRACT

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module is designed for hotel room cleaners in one participating hotel. An introductory section gives an overview of the curriculum and offers suggestions for classroom presentation. The curriculum consists of five instructional units on these topics: furnishings and arrangement in the hotel room; reporting problems and requests; appropriate and inappropriate behavior in the hotel room; describing actions; and accent reduction for Chinese-speaking workers. Each unit contains vocabulary lists and exercises using listening, speaking, reading, and writing skills. The listening script and answer key are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 373 610

Holiday Inn--Union Square
Module 1

Housekeeping Department:
English for Room Cleaners

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Project EXCEL

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

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PROJECT EXCEL:

Workplace Communication Training for Hotel Workers

a project of Career Resources Development Center

WORKPLACE EDUCATION

Project EXCEL is a workplace education partnership with hotel enterprises in the San Francisco Bay Area. Its focus is on the identification and instruction of literacy skills essential to on-the-job success for limited-English-proficient (LEP) workers. Lessons are developed based on the specific needs at each hotel with emphasis on workplace communication and the American working culture.

PARTNERSHIP

Educational Provider: CRDC

Funded by the U.S. Department of Education, Project EXCEL is a training program administered by the Career Resources Development Center (CRDC) in partnership with hotels. As the designated partner, CRDC is the fiscal agent responsible for program compliance and reporting regulations as required by the federal government.

CRDC develops customized curricula for participating hotels, provides classroom instruction and coordinates the program.

CRDC is a non-profit, community-based employment training agency located in San Francisco and Oakland. Since 1966 CRDC has trained over 3,500 ethnic minority members and women and successfully placed them in jobs in the service industries and the clerical field. We have extended our services to train and educate hotel workers. The agency has been working with local business partners to implement successful workplace literacy strategies since 1991.

Hotel Partners

Business involvement is essential to the success of the training. Following are some examples of in-kind contributions which reflect commitment from hotel partners.

- Providing full or partial release time for workers to attend classes.
- Providing facilities for classroom instruction.
- Assisting in curriculum design through consultations with our instructors and curriculum writers.
- Recruiting interested workers for classroom training.

GOALS OF THE TRAINING

The goals of the training are to enable workers togain and retain employment, increase their productivity on the job and advance in their careers.

These goals will be accomplished by raising the literacy and basic skills level of the workforce. The results are worth the effort. The program

enables employees to understand written work orders so they may perform tasks independently,
enhances employees' ability to comprehend and communicate with supervisors and co-workers, and
encourages greater worker involvement through team building and critical thinking activities.

PROGRAM DESIGN

Training modules last 8 to 10 weeks, with a recommended 3 hours of training a week. Each training module will be customized according to the needs of the particular department. Participating departments include Housekeeping, Laundry, Stewarding, Food and Beverage, and others to be determined by the specific needs of hotel partners. Training modules may also include more general topics such as Health and Safety, English for Customer Service, Career Advancement and Work Ethics.

SETTING UP WORKPLACE TRAINING AT YOUR HOTEL

Below is a 5-step summary of the implementation of Project EXCEL:

❶ Identify needs at the workplace *(1 week)*

Our experienced staff and curriculum developers conduct interviews with:

Managers
Supervisors
Workers
Union Representatives

to identify those areas where your employees would most benefit from instruction and training.

❷ Analyze job tasks and communication skills
(1 week)

Curriculum developers and instruc tors observe and participate in actual tasks at the worksite to get an insiders view of the demands of the job.

Our staff also gathers written material used at the workplace in order to specialize the course design for your unique company procedures.

❸ Design a curriculum specific to the workplace
(1-2 weeks)

After conducting the extensive task analyses, curriculum developers examine the results. Based on their findings, they design and develop material for the course. Your employees will have textbooks and workbooks developed especially for them, using your hotel's policies and the needs identified by your own staff as a basis for instruction.

❹ Set up training room
(1 day)

With your help, EXCEL instructors will find and arrange for a training facility easily accessible to students.

❺ Conduct classes
(8-10 weeks)

EXCEL instructors will come to your hotel 2-3 days a week to equip your employees with the English they need to successfully communicate at their workplace.

TO SIGN UP

We would be pleased to talk more with you about our program and to set up workplace literacy training at your work site. Please call , Project EXCEL's Program Coordinator, at 415/775-8880, extension 22

" As a leader in the hospitality industry, ITT Sheraton has stressed the fact that quality service rests on a foundation of effective communication. Improved English proficiency allows the systematic delivery of the type of service designed to meet guests' needs and exceed their expectation. In the process the hotel has experienced the additional benefits of creating an environment where safety procedures are better understood, teamwork has improved and workers feel themselves to be secure, accepted, important members of the team."

Tom Passantino
Director of Training
Sheraton Palace Hotel, San Francisco

" For years I've been whooping and hollering that a small business can train people in job skills, but we can't go back and give them a high school education. This program is great, because the only thing that will work is training in the workplace."

Gwen Kaplan
President
Ace Mailing Inc., San Francisco

" The program has been a great help in improving communication between English-speaking managers and Hispanic employees.

Clear, precise communication is so important... There are so many things going on at once, so many jobs that are intertwined. Employers need to come up with ways to make sure everyone understands what is happening, whether the employees speak Spanish, Chinese or any other language."

Barbara Radcliffe
Human Resources Director
Just Desserts Inc., San Francisco

" All over The City, hotel employees are polishing up their English -- at work -- in language classes specifically geared to their work-a-day needs. The program, created by the Career Resources Development Center, has won kudos from hotel executives, union officials and employees -- Japanese chefs, Chinese maids and Hispanic laundry workers."

San Francisco Examiner
Business Section, November 13, 1992

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TEACHING GUIDE

The current module was designed due to a perceived need on the part of management to improve the communication skills between their Chinese-speaking room cleaners and the inspectresses who do quality control check-ups at the hotel. These inspectresses speak no Chinese and must discuss--in English--quality control issues with the room cleaners. By extension, it was also hoped that the room cleaners' improved language skills would also help them communicate better with guests and with lower and middle management.

The overall structure of the module goes from the basic vocabulary of the parts of the bedroom and the bathroom, to action verbs used in housekeeping communication, and finally to the combination of nouns and verbs so as to assist the room cleaners in reporting maintenance problems in the rooms and to relay guests' special requests.

These last two topics (problems and requests) form the nucleus of the module and were initially the reason management decided to institute an on-site workplace literacy program. Consequently, the remaining units (especially Units 1, 3, and 4) serve either as a preparation to or a refining of Unit 2 (reporting problems and requests), the longest and most detailed unit in the module.

The last unit (Unit 5), on accent reduction for Chinese speakers, has enough built-in flexibility to serve as a model framework for teachers working with other linguistic populations. The form and structure of the unit can be adapted to the English sounds that are difficult for the new student population. The teacher, in essence, can substitute the sounds used with the Chinese speakers for those which his/her students need to practice the most.

The group of workers for whom the module was designed had no problem recognizing and using the basic vocabulary for the parts of the room and the bathroom. Therefore, for them the emphasis was on learning to read and write those words which they already knew for when a guest leaves them a note with special instructions about cleaning the room or ask the room cleaner to report maintenance problems.

The use of **flash cards** was especially useful in drilling students very quickly at the beginning of classtime and in teaching some fundamental phonics to the students with the lowest level of literacy. The student population for which this module was designed was composed of three distinct ESL competence levels. Half of the students were at the low intermediate level; about 25% were at the low beginning level; and the remaining 25% were at the literacy level.

With this multilevel class, it was especially valuable to use housekeeping vocabulary flash cards that had the word on one side and the image (picture illustrating the noun, verb, or concept) on the reverse. In this way the cards can be used to design exercises that can quickly test all four basic language skills.

By showing the image to the student and asking what it is, the teacher gets the student to practice **SPEAKING**. The teacher then should follow up with a question or two about the item and how it figures in the student's workday (for example, "How many beds do you have to make in one day?") by way of additional speaking practice.

This should then be followed by requesting the students to write down the key word just mentioned in order to practice **WRITING**. With the lower-level students, after the speaking part has been practiced, the teacher can then show the flash card containing the word and have the students copy it down. For more advanced students, the teacher should request that the students write the word down from memory.

LISTENING can be practiced by sticking with adhesive tape several cards on the board at a time. The teacher then reads the names of the items at random. After each name is read, a student goes to the front of the class, removes the card with the corresponding image, hands it to the teacher, and repeats the word.

Finally, **READING** can also be practiced by orally describing to the student what an item is for (for example "Where I brush my teeth") and having the student then go up to the board and select the card which has the corresponding word ("SINK") written on it. The student then hands it to the teacher and repeats the word. Obviously, this last exercise also supplements the students' listening practice.

Generic flash cards for **prepositions** (such as those on page 11 of the module) can also serve some of the same practice functions for teaching and reviewing prepositions. For practicing **verbs** most commonly used to describe housekeeping duties, similar flash cards can be created from the pictures in Unit 4, which concentrates on "action" verbs for cleaning.

It is advisable that the workplace literacy (WPL) instructor make sure he/she has first consulted with management as to the most **current policies** managing the work of room cleaners at the specific hotel. A unit such as Unit 3 in the module can be more confusing than useful if the WPL teacher simply uses it "as is", without first making sure that this is the way work is actually carried out at the specific hotel where the students work. The format of the unit, though, can be borrowed and then modified as need be. The same can be said, by extension, about the entire module.

Units usually begin with **Getting Ready** activities. These are merely suggestions for getting the class "warmed up", i.e. get them to start considering the topic for that unit. They should not be read out loud to the students nor should the students be asked to read them. Instead, they should be brought up by the teacher in the most conversational style possible. Concurrently, the teacher should then begin assessing the level of competence the students have within that unit's vocabulary and tailor the tempo of the unit accordingly. For maximum results, the **Getting Ready** questions that open the units should also be personalized as much as possible. The teacher should draw from the individual experiences of the workers and the specific work conditions at their hotel.

The numerous **Matching** exercises can also be used as effective reviews within a listening comprehension format. With books closed, the day after the matching exercises have been done as a reading and speaking activity, the teacher can review the material by asking the students to write down the appropriate term (comprised in "Column A") after the teacher has read to them the definitions from "Column B". When a picture is used in "Column B", the need for flashcards becomes self-evident.

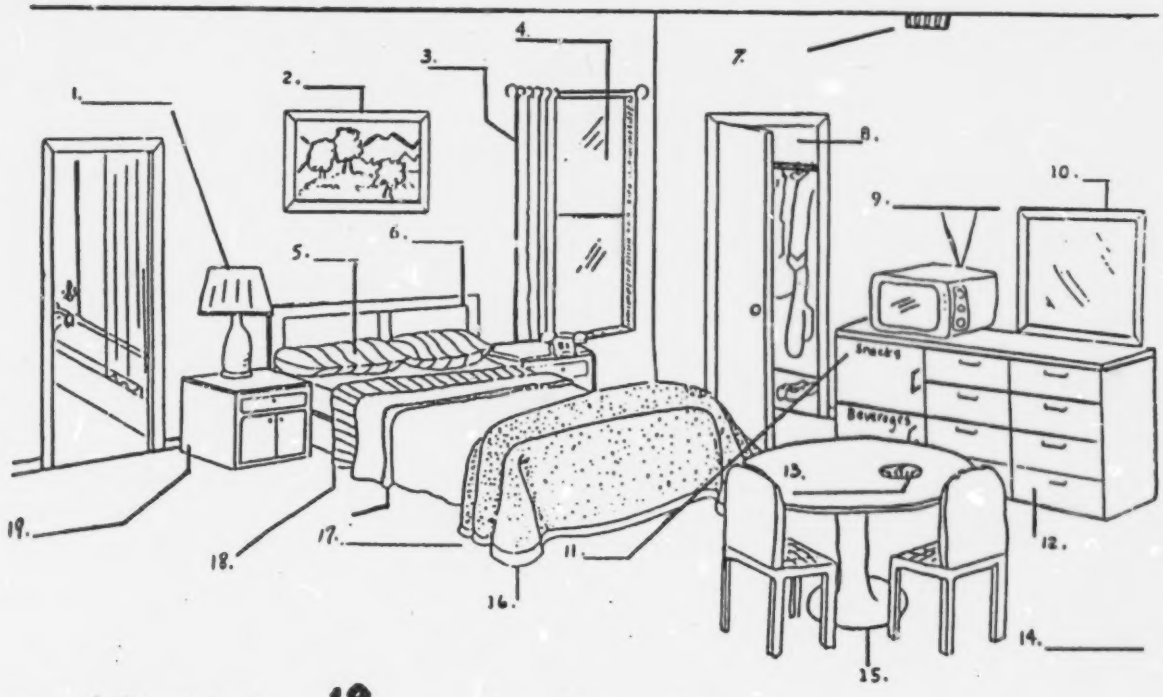
This technique of recycling material for review can also be applied to the **multiple choice** exercises: the teacher reads the question or statement and then reads twice each of the three or four options the students have to choose from. At the end, each question and each right answer are discussed as a speaking and analytical thinking exercise. Finally, with minor alterations, the fill-in the blanks (**"cloze"**) exercises can also be turned into review by having the teacher read the statements and having the students write down the missing word, this time utilizing the exercise as a listening practice.

Oscar M. Ramirez
Curriculum Developer

UNIT 1: IN THE HOTEL ROOM

MATCHING

Look at the picture below and match the **PARTS OF THE BEDROOM** with their names in English.

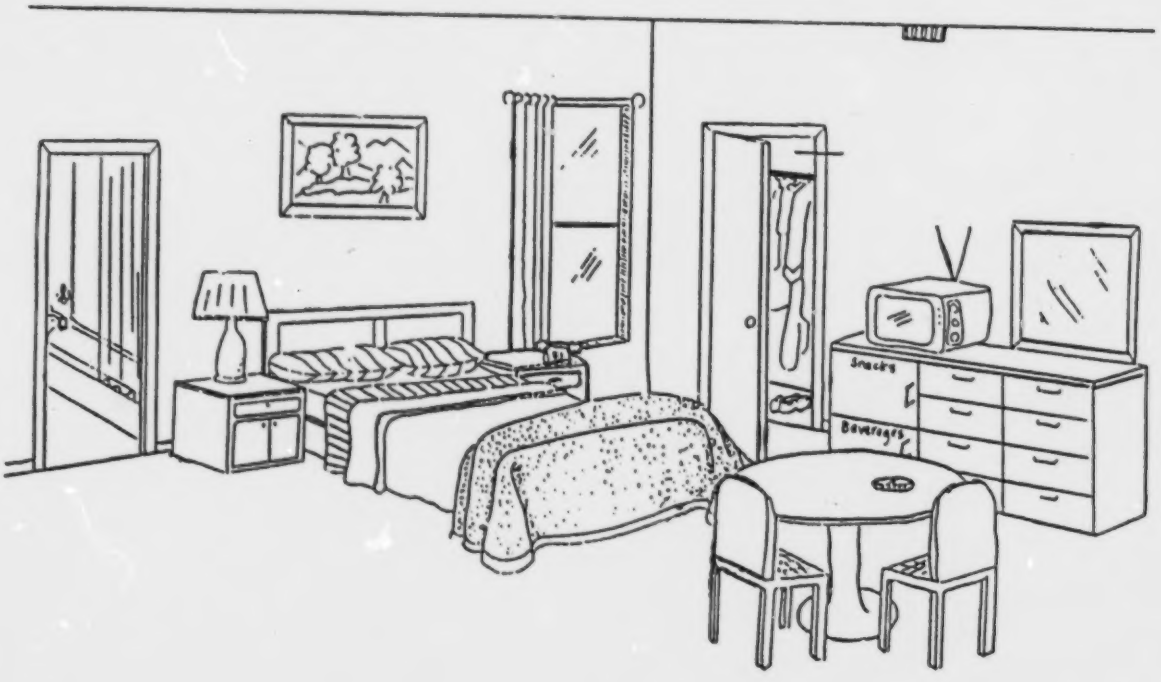


a. night stand 19
b. lamp _____
c. mirror _____
d. window _____
e. picture _____
f. television set _____
g. mini bar _____
h. closet _____
i. pillow _____
j. fire alarm _____
k. ashtray _____
l. drawer _____
m. floor _____
n. table _____
o. dresser _____
p. blanket _____
q. headboard _____
r. bedspread _____
s. curtain, drape _____
t. sheet _____

2

SPEAKING

Answer the following questions about the picture below.



on top of	behind

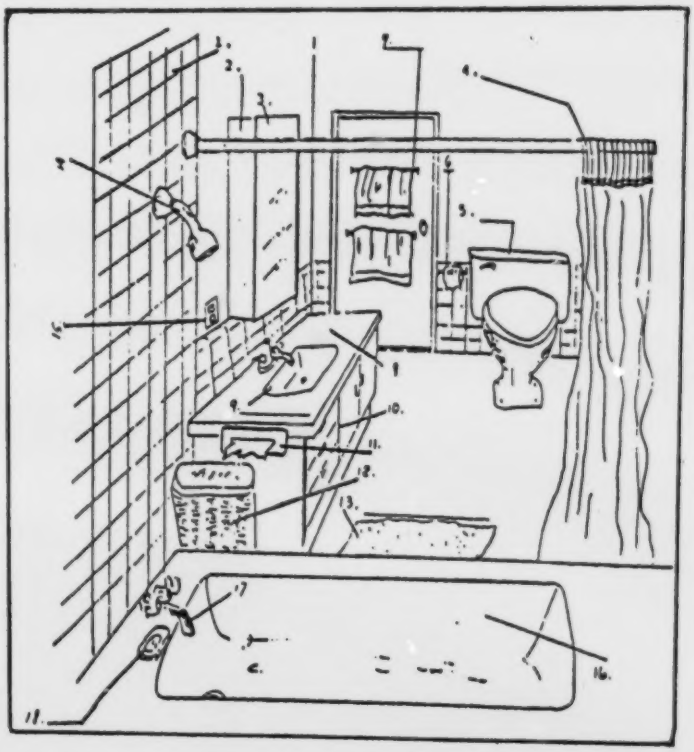
1. What items are <u>on top of</u> the bed ?
2. Where is the ashtray ?
3. Where is the television set ?
4. Where is the lamp ?
5. What is <u>behind</u> the pillows ?
6. What is behind the drapes ?
7. What is behind the night stand ?

between	in front of

8. What is **between** the bathroom and the bed ?
9. What is between the closet and the mirror ?
10. What is between the dresser and the window ?
11. What items are between the bathroom and the window ?
12. What items are **in front of** the bed ?
13. What is in front of the dresser ?
14. What is in front of the closet ?
15. What is in front of the chairs ?

MATCHING

Now look at the picture and match the **PARTS OF THE BATHROOM** with their names in English.



4

a. towel rack 7
b. shower curtain _____
c. bathroom counter _____
d. mirror _____
e. medicine cabinet _____
f. shower head _____
g. sink _____
h. toilet _____
i. bath mat _____
j. clothes hamper _____
k. bathtub _____
l. drawers _____
m. tiles _____
n. toilet paper holder _____
o. tissue dispenser _____
p. soap dish _____
q. faucet _____
r. electrical outlet _____

SPEAKING

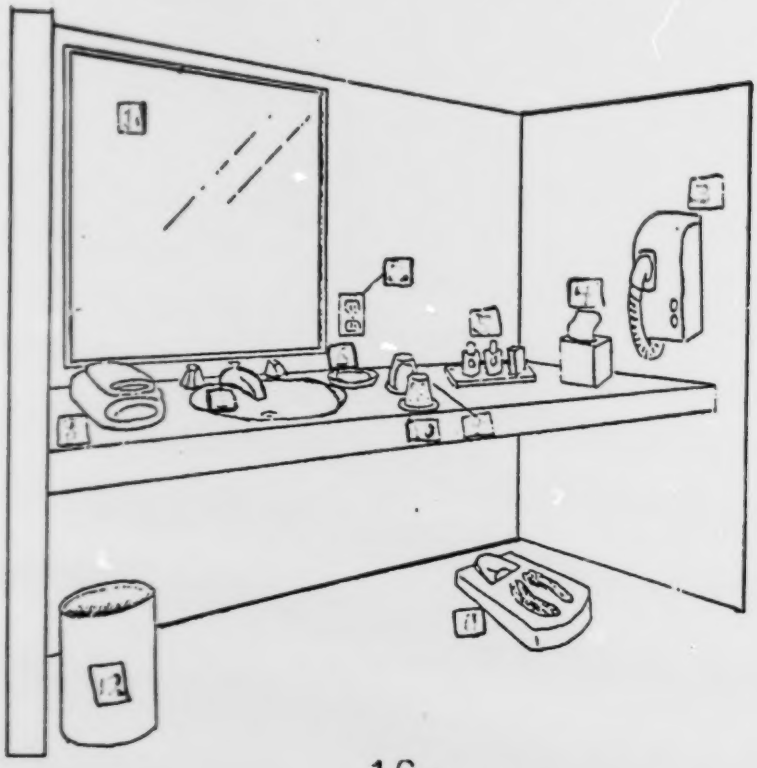
Now choose a partner and take turns asking each other the following questions about the picture below.

on	next to	inside

1. What is <u>on</u> the bathroom door ?
2. What is on the bathroom floor ?
3. Where is the soap dish ?
4. What is <u>next to</u> the toilet ?
5. What is next to the bathroom counter ?
6. What is next to the mirror ?
7. What are three items <u>inside</u> the bathroom ?
8. What is inside the medicine cabinet ?
9. What is inside the waste basket ?

MATCHING

Look at the **BATHROOM CLOSE-UP.** Match the picture with their names in English.

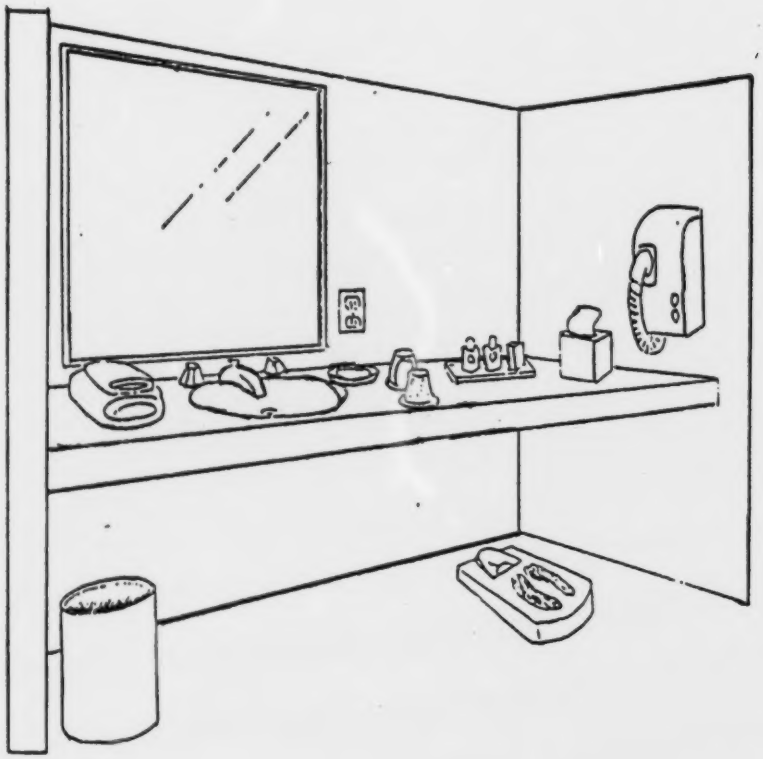


6

A. scale __11__
B. soap dish _____
C. waste basket _____
D. toiletries _____
E. sink _____
F. towels _____
G. mirror _____
H. tissue dispenser _____
I. electrical outlet _____
J. hair dryer _____
K. glasses _____
L. coaster _____

SPEAKING

Now choose a partner and answer the questions on the following page about the **BATHROOM CLOSE-UP.**



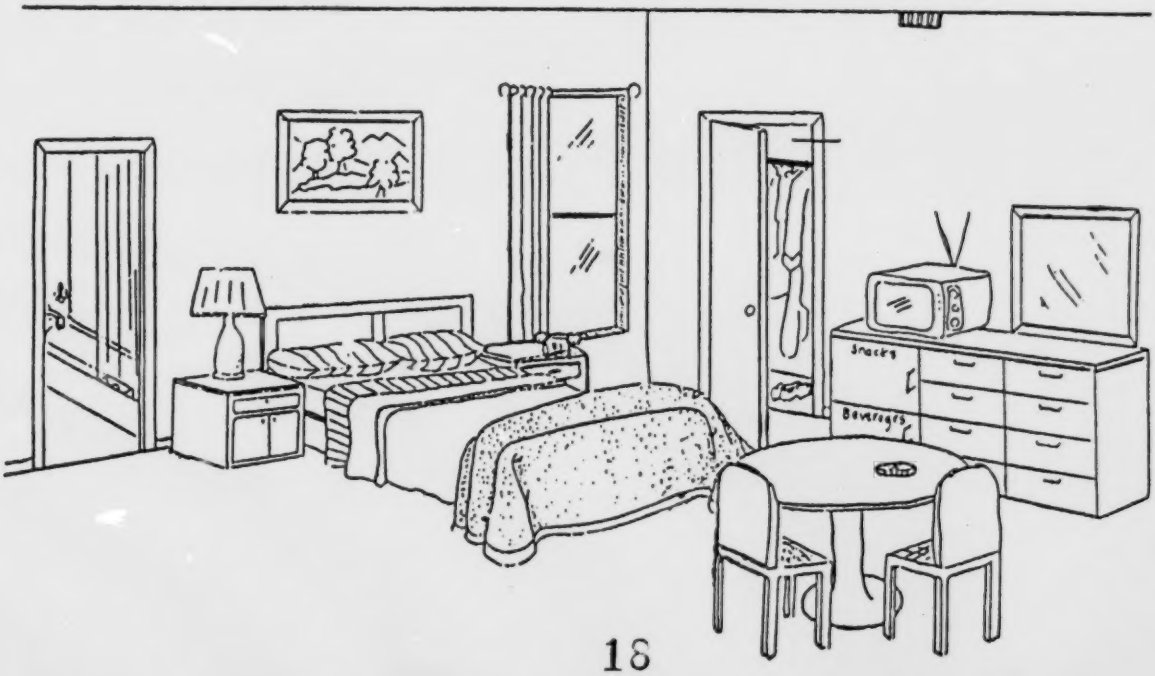
under	to the left of	to the right of

1. What is **under** the bathroom counter ?
2. Where is the waste basket ?
3. Where is the scale ?
4. What is **to the left of** the hair dryer ?
5. And to the left of the toiletries ?
6. And to the left of the sink ?
7. What is **to the right of** the soap dish ?
8. And to the right of the tissue dispenser ?
9. And to the right of the mirror ?

BONUS: Choose three items. Where are they in relation to the glasses ?

LISTENING/WRITING

Look at the picture of the **PARTS OF THE BEDROOM** and listen to the questions. Then, answer the questions in writing. For each answer, use one of the words in the box on the next page.



8

to the right of	to the left of	on
under	between	inside
next to	on top of	behind
in front of		

1. The mirror is to the right of the T.V. set.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WRITING

Review the words that you know by matching the words in **COLUMN A** with their **opposites** in **COLUMN B.**

EXAMPLE: big (opposite) small

	COLUMN A		**COLUMN B**
1.	under	_____	outside
2.	behind	_____	left
3.	inside	_____	on top of
4.	right	_____	far from
5.	next to	_____	in front of

Now write the words that are **similar** to those below. Choose from the words in the box.

out of	**on top of**	**below**	**into**	**inside**
beside	**near**	**underneath**	**by**	**beneath**
across	**above**			

1. outside = out of
2. on = _____
3. next to = _____
4. under = _____
5. in = _____
6. in front of = _____

10

WRITING

Look at the picture of the **PARTS OF THE BATHROOM.** Choose a partner and answer the questions in writing.

1. What is **beneath** the mirror ?

_____

2. What is **on top of** the bathtub ?

_____

3. What is **below** the bathroom counter ?

_____

4. What do the guests put **into** the waste basket ?

_____

5. What is **beside** the toilet ?

_____

6. What is **near** the electrical outlet ?

_____

7. What is **across** from the toilet ?

_____

8. What is **by** the bathroom counter ?

_____

9. What is **above** the sink ?

_____

SPEAKING

Tell where the ball is in relation to the square.

a.

b.

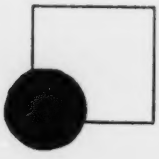
c.

d.

e.

f.

g.



UNIT 2: PROBLEMS AND REQUESTS

DIALOGUES

Listen to the following recorded dialogues. Then, read them out loud in class with a partner.

DIALOGUE 1

Supervisor: Housekeeping, this is Elaine.
Housekeeper: This is Pennie. There is a problem on Floor 20.
Supervisor: What's the matter ?
Housekeeper: The lights in the hallway are blinking.
Supervisor: OK. I'll report it. Thank you.

DIALOGUE 2

Supervisor: Housekeeping, this is Mrs. Garcia.
Housekeeper: This is Chris. There is a problem in room 1234.
Supervisor: What's the problem ?
Housekeeper: The toilet overflows.
Supervisor: OK. I'll call an engineer. Thanks.

DIALOGUE 3

Supervisor: Housekeeping, this is Ms. Wong.
Housekeeper: This is Sharon. The guests have a request in room 2341.
Supervisor: What do they need ?
Housekeeper: They want a rollaway bed put in.
Supervisor: OK. I'll take care of it. Thanks for calling.

DIALOGUE 4

Supervisor: Housekeeping, this is Jeff.
Housekeeper: This is Mabel. The guests have a request in room 1423.
Supervisor: What do they need ?
Housekeeper: They want the refrigerator taken out by tomorrow.
Supervisor: OK. I'll write out a request form. Thanks

GETTING READY

1. What are some **problems** that you see in the rooms when you clean them?
2. What are some **requests** that the guests have?
3. What are some differences between a problem and a request?
4. What are other things that guests ask you?

READING

Read the following sentences, then write **P** if it's a problem and **R** if it's a request.

EXAMPLE: The toilet overflows. P

The guests need more towels. R

1. The faucet leaks. _____
2. The wallpaper is peeling. _____
3. The key for room 1654 does not work. _____
4. There is a wallet in a check-out room. _____
5. A lady's nightgown went with the laundry. _____
6. The carpet is stained. _____
7. The pipes drip in room 2134. _____
8. A family wants more glasses. _____
9. A gentleman wants a toothbrush. _____
10. The smoke detector does not work. _____

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SPEAKING

In each group, three items belong in the bedroom or in the bathroom. but another one does not.

Read each group out loud and circle the item that does not belong with the others.

EXAMPLE: faucet shower (bed) toilet

1.	towels	blankets	rollaway	refrigerator
2.	cork screw	hangers	ice bucket	toothbrush
3.	toothpaste	washcloths	conditioner	baby crib
4.	razor	shaving cream	headboard	shower cap
5.	linen	nightgown	towel bar	hanging lamp
6.	carpet	smoke detector	toilet seat	coffee table

WRITING

Unscramble the words in each sentence and write them in their correct order.

EXAMPLE: name Ramirez is Oscar my

My name is Oscar Ramirez.

1. doesn't the toilet flush

2. faucet running the bathtub keeps

3. toilet 1234 in overflows room the

_____

4. out trash please the take

_____

5. leak the pipes sink under the

_____

6. bad smells room carpet very 2312 in the

_____

7. 3114 in the replace room lightbulbs please

_____

8. crib and a need the a rollaway need guests

_____

9. toilet fills up the basin slowly too

_____

10. double on the make this room up please

_____

READING

Read the above sentences again and tell if they are problems or requests. Write P for problem and R for request.

1. P
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LISTENING/SPEAKING

Listen to the following sentences and repeat them after your teacher.

1.	**The teacher <u>is</u> American.**		**(YES)**
2.	**The teacher <u>is not</u> Chinese.**		**(NO)**
3.	**The light <u>does</u> work.**	**(1)**	**(yes/<u>singular</u>)**
	The clock <u>does not</u> work.	**(1)**	**(no/<u>singular</u>)**
4.	**The lights <u>do</u> work.**	**(2+)**	**(yes/<u>plural</u>)**
	The clocks <u>do not</u> work.	**(2+)**	**(no/<u>plural</u>)**

SPEAKING

Now study carefully the sentences in the box and answer the questions below with complete sentences.

EXAMPLE: 1. Who is American?
(You say, "The teacher is American.")

2. Is the teacher Chinese?
3. Does the light work?
4. And the lights?
5. Does the clock work?
6. And the clocks?

Now study the words below.

	YES	NO
SINGULAR (1)	DOES	DOES NOT (DOESN'T)
PLURAL (2+)	DO	DO NOT (DON'T)

CAREFUL!: In English sometimes <u>two</u> words can change to <u>one</u>.

EXAMPLE: <u>DOES + NOT</u> = DOESN'T <u>DO + NOT</u> = DON'T

WRITING

Now fill in the blanks by writing DOES, DOESN'T, DO or DON'T.

NOTE: You only say or write DOES or DO when your idea or your opinion is <u>very strong</u>. In everyday speaking, you don't use DOES or DO many times.

1. Yes, the guests _____do_____ need a rollaway in the room.
2. No, the toilet _____ flush very well.
3. No, the toilet tank _____ fill up.
4. No, the closet door _____ close right.
5. No, the lightbulbs _____ work in the bathroom.

6. Yes, the room door _____ lock.

7. Yes, the pipes _____ drip (or leak) in room 1638.

8. Yes, the lights _____ blink a lot in the hallway.

9. No, the housekeepers _____ clean up the room before 2 p.m. if there is a DO NOT DISTURB sign.

10. No, the guests _____ want a baby crib in room 1238.

ROLE-PLAY

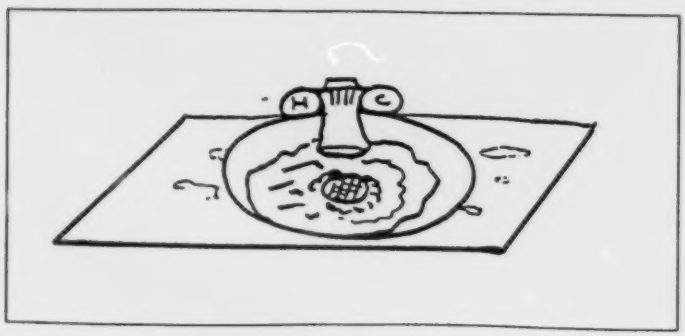
1) Choose a partner.
2) Discuss and write down the problem or request in each picture.
3) Then, review the dialogues on p. 12.
4) Next, report the problems or requests to each other over the phone.

One person will be the **room cleaner**, the other will be the **inspectress** or **assistant housekeeper**.

Remember to say:

- your name,
- the room you are calling from, and
- what the problem or request is.

1.



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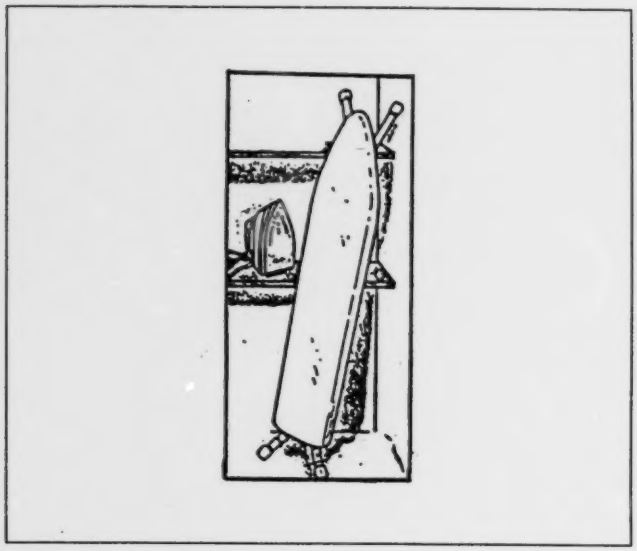

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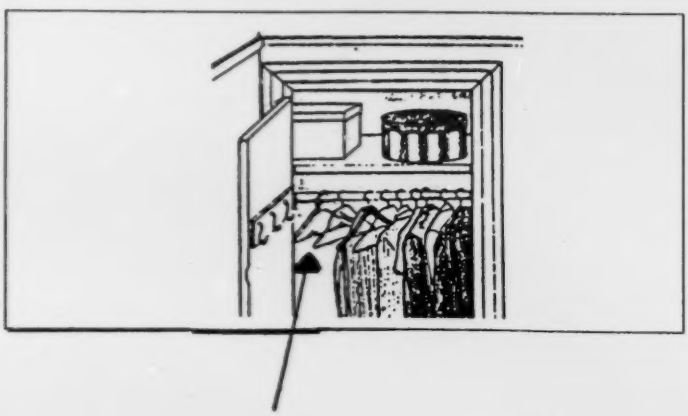

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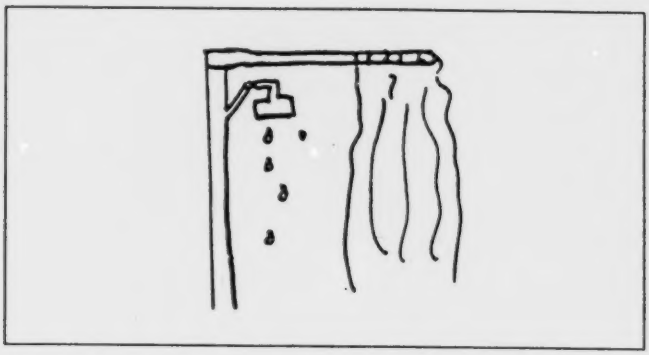

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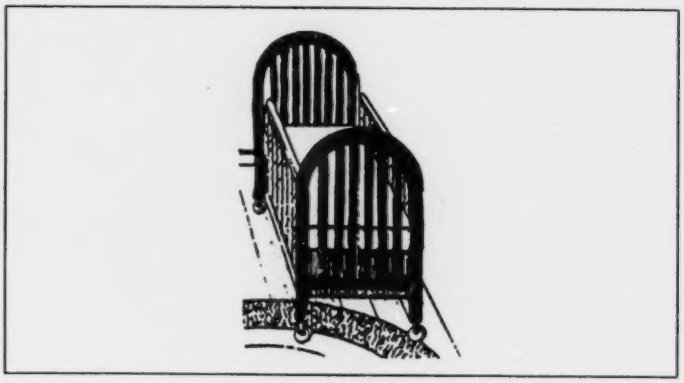

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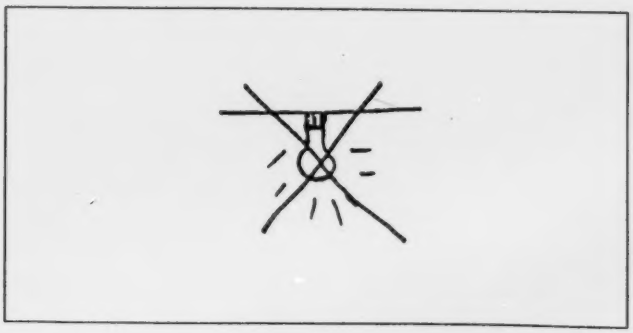

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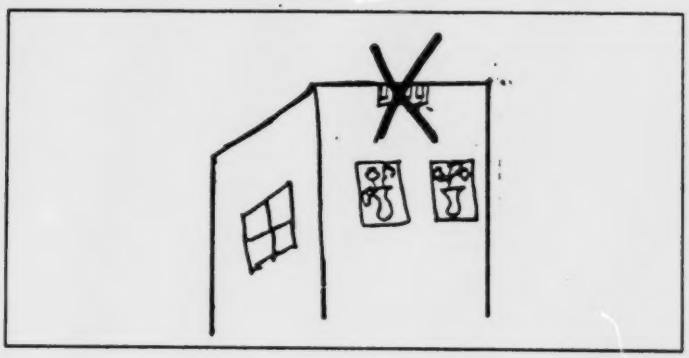

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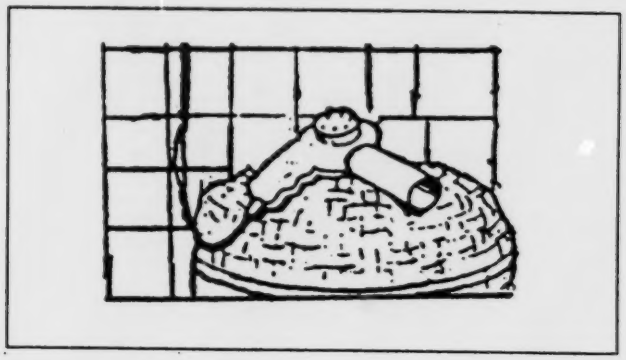

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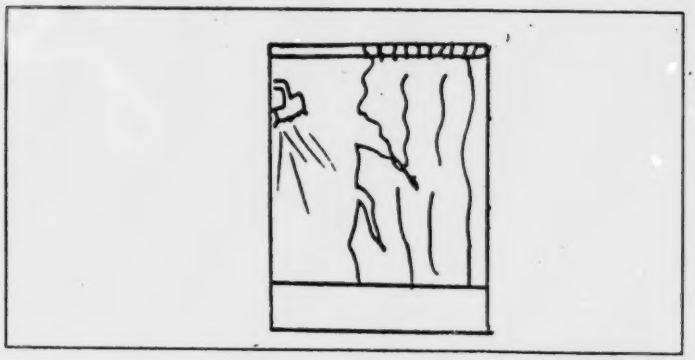


What is the matter in the picture above?

WRITING

Write down the **opposite** of the following words. Choose from the words in the box.

EXAMPLE: dirty clean

VOCABULARY:				
clean	**locked in**	**found**	**old**	**less**
damaged	**tight**	**draining**	**quiet**	**cold**
fast	**bottom**	**vacant**	**dry**	**low**
		broken		

1. noisy _____
2. wet _____
3. top _____
4. locked in _____
5. clogged _____
6. vacant _____
7. dirty _____
8. fixed _____
9. missing _____
10. hot _____
11. high _____
12. repaired _____
13. slow _____
14. more _____
15. loose _____

READING

Review the words in the box above. Then, read the following reports to the supervisor. Write **P** for **PROBLEM** and **NP** for **NO PROBLEM.**

EXAMPLE: The sink is draining. NP

1. The feather pillow is stained. _____
2. The smoke detector doesn't work. _____

3. The ceiling paint is dirty. _____
4. The towel bar is loose. _____
5. The guests are locked out. _____
6. The crack in the wall is fixed. _____
7. The hanging lamp is too low. _____
8. The television is broken. _____
9. The toilet is too noisy when it flushes. _____
10. The towel sets are missing. _____
11. The sink is clogged. _____
12. The rollaway is clean. _____
13. My watch is lost. _____
14. The shower cap is dirty. _____

WRITING

Finish the following sentences by writing the most appropriate word in the blanks. Choose from the words in the box.

EXAMPLE: The toilet doesn't _____flush_____ very well.

VOCABULARY:			
flush	keep running	fill up	drip
go out	take out	smell	replace
change	make up		

1. The toilet doesn't _____ very well.
2. Please _____ the toilet seat because it is broken.
3. The faucet _____.
4. The sink stopper doesn't _____ the basin.

5. Please _____ the heater _____ to the hallway.

6. The carpet _____ very bad!

7. The housekeepers _____ the sheets everyday.

8. The shower head _____ all the time.

9. Please _____ the room on the double; this is a rush !

10. The room is very hot because the air vent _____ everyday.

SPEAKING

Please change the sentences from the **present** to the **past**. Choose from the words in the box.

VOCABULARY:

flushed	**filled up**	**locked**	**dripped**	**picked up**
cleaned up	**blinked**	**worked**	**overflowed**	**leaked**
smelled	**replaced**	**needed**	**sprayed**	**changed**

EXAMPLE: **Today, the teacher walks to class. (Yesterday ...)**
(You say) Yesterday, the teacher walked to class.

1. The toilet flushes well. (This morning ...)
2. The guests need more glasses and a cork screw. (Yesterday ...)
3. The bathtub overflows. (Last night ...)
4. The housekeeper picks up the laundry. (This morning ...)
5. The air vent works very well. (Yesterday ...)
6. The housekeeper replaces the sink stopper. (Two days ago ...)
7. The pipes drip a lot of water. (Last night ...)

8. The lights in the hallway blink. (Yesterday ...)

9. The light switch works in the room. (Last night ...)

10. The housekeeper picks up the sewing kit for the guest. (Earlier this afternoon ...)

SPEAKING

Now change these other sentences to the past. Choose from the words in the box.

In all sentences, change "Today, ..." to "Yesterday, ...".

VOCABULARY:				
kept running	**took**	**left**	**brought**
put came off	**went out**	**took out**	**made up**

1. Today the sink faucet keeps running.

2. Today the housekeeper takes the laundry out.

3. Today the paint comes off the wall.

4. Today the picture goes out in the television set.

5. Today the housekeeper brings a cork screw and a sewing kit to the guests.

6. Today the guest leaves his wallet and his watch.

7. Today the guest put his money under the pillow.

8. Today the housekeeper makes up the room in 15 minutes--it's a rush !

9. The engineer brings a new part for the air vent.

UNIT REVIEW

READING

Write in which room you generally find the following items.
Write **BD** for **BEDROOM** and **BTH** for **BATHROOM.**

EXAMPLE: hangers BD

1. rollaway _____
2. iron and board _____
3. cork screw _____
4. ice bucket _____
5. keys _____
6. toothpaste _____
7. razor _____
8. baby crib _____
9. feather pillow _____
10. shower cap _____
11. linen _____
12. towel bar _____
13. hanging lamp _____
14. smoke detector _____
15. sink stopper _____
16. light switch _____
17. air vent _____
18. toilet basin _____
19. pipes _____
20. blankets _____

WRITING

Write in the blanks the most appropriate word from the vocabulary in the Unit you just finished studying.

1. The toilet doesn't flush.
2. The _____ doesn't drain.
3. The _____ in the sink keeps running.
4. The _____ under the sink leak.

5. The _____ doesn't fill up the sink.

6. The _____ doesn't lock the door.

7. Please take out the _____; it smells very bad.

8. The _____ in the bathtub drips.

9. The room is very hot because the _____ went out.

10. Please _____ the glasses and the dishes from last night.

11. If you find a wallet and lots of money in the room, please _____ it to Housekeeping.

12. The guests are in a hurry; please _____ the room on the double.

13. Please _____ four glasses in the room.

14. The flourescent lights in the hallway are _____.

15. Please make up this room right now--it's a _____.

16. The _____ are burned out.

17. The _____ overflows.

18. The closet door doesn't open or close; it's _____.

19. I don't understand the guests' request--I'm _____.

20. You need a different bath mat. Please _____ it on the double.

21. The air in the room smells very bad; you need to _____ it with a room freshener.

22. The housekeeper will change the bed because the _____ are stained.

23. The wallpaper in room 1818 is _____; it's coming off the wall.

SPEAKING

Say the <u>opposite</u> of the following words.
Then, make up a sentence using that word.

EXAMPLE. 1. <u>dirty</u> **(You say, "clean". "Room 1234 is not clean because it still has a DND sign.)**

2. locked in
3. found (2 possible opposites)
4. new
5. less
6. broken
7. repaired
8. tight
9. painted
10. draining
11. quiet
12. low
13. bottom
14. occupied
15. dry

WRITING

With a partner **choose five words** from the box on page 22.
Then, write five sentences reporting problems in the rooms.

EXAMPLE: (You choose and write "**high**".)

(Then you write) The guests say the hanging lamp is not high enough.

1. chosen word: _____

Problem: _____

2. chosen word: _____

Problem: _____

3. chosen word: _____

Problem: _____

4. chosen word: _____

Problem: _____

5. chosen word: _____

Problem: _____

SPEAKING

Tell the class what <u>problems or requests</u> can happen with the following parts of the hotel room.

EXAMPLE: (part) the toilet
(you say) "The toilet <u>doesn't fill up</u>."

1. the lightbulbs

2. the television set

3. the pass key

4. the wallet

5. the crib and the rollaway.

6. the shower curtain

7. the iron and ironing board

8. the headboard

9. the smoke detector

10. the pipes under the sink

SPEAKING

Think of the different parts of the bedroom and the bathroom. Then, finish the sentences by saying an appropriate item. **YOU HAVE MANY POSSIBLE ANSWERS.**

EXAMPLE: 1. _____ **doesn't fill up.**

(You say, "The toilet tank doesn't fill up.")

2. _____ doesn't flush.
3. _____ drips.
4. _____ keeps running.
5. _____ smells very bad.
6. _____ went out.
7. _____ are blinking.
8. _____ don't work.
9. _____ overflows.
10. _____ gets stuck.

WRITING

Continue as in the exercise above but write in the blanks the most appropriate word from the bedroom and bathroom items.

THESE ARE ALL PROBLEMS AND THERE ARE MANY ANSWERS.

EXAMPLE: 1. The chairs are broken.

2. _____ is peeling.
3. _____ is clogged.
4. _____ are locked out.

5. _____ is too low.

6. _____ are stained.

7. _____ is not draining.

8. _____ are loose.

9. _____ are burned out.

10. _____ is chipped

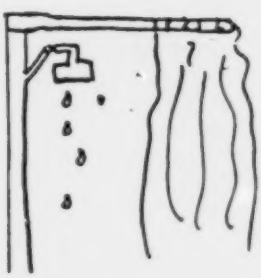
ROLE PLAY

Work with a partner. One person is the room cleaner. The other is an inspectress. Report the problems to the inspectress

1)

2)

3)



4)

LISTENING/WRITING

Complete the sentences by writing the word that you hear.

does	doesn't
do	don't

1. No, the faucet doesn't leak.
2. Yes, the family _____ want more glasses.
3. Yes, the smoke detectors _____ work.
4. No, the wallpaper _____ peel in this room.
5. Yes, the gentlemen _____ want more toothbrushes.
6. No, the lady's nightgown _____ have a stain.
7. Yes, the pipe in the bathroom _____ drip.
8. No, the carpets in this hotel _____ smell.
9. No, the guest _____ know where his wallet is.
10. Yes, the keys to these rooms _____ work.
11. Yes, my feet _____ hurt at the end of the day.

WRITING

Complete the sentences by writing in the blanks one of the following words:

does	**doesn't**
do	**don't**

1. No, the guests _____don't_____ need a rollaway.
2. Yes, the toilets _____ flush very well.
3. No, the toilet tank _____ fill up to the top.
4. Yes, now the closet door _____ close alright.
5. Yes, the flourescent lights _____ work in the bathroom.
6. No, the room door _____ lock.
7. No, the pipes _____ drip in room 1638.
8. No, right now the lights _____ blink in the bathroom.
9. Yes, the maids _____ clean all the rooms on this floor.
10. Yes, the guests _____ want a baby crib in their room.

BONUS:

don't = _____ _____

doesn't = _____ _____

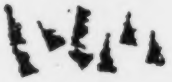
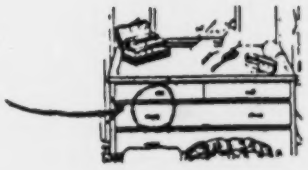
UNIT 3: DO'S AND DONT'S OF HOUSEKEEPING

GETTING READY

1. Do people make **mistakes** at your work? Can you give an example?
2. Do you make mistakes on the job?
3. Tell about a mistake that you have made.
4. What happens at your work when someone makes a mistake?
5. Explain the expression **"do's and dont's"**?
6. Why are **rules** necessary at work?

MATCHING

Match the words in **COLUMN A** with their pictures or definitions in **COLUMN B**. Write your answers in the spaces provided.

COLUMN A		**COLUMN B**	
1. spots	C	a.	where food is brought to the guests
2. handles	_____	b.	sheets, pillowcases, bedspreads, etc.
3. room service tray	_____	c.	
4. smile	_____	d.	to prepare the guests' beds for sleeping
5. "turndown" service	_____	e.	
6. linen	_____	f.	

MATCHING

Continue matching **COLUMN A** with **COLUMN B**. Write your anwers in the spaces provided.

COLUMN A		**COLUMN B**
1. to bother	C	a. one by one
2. ledge	_____	b. dirty and with brown or black spots
3. moldy or mildewy	_____	c. to make a person angry
4. cleaner	_____	d. goes between the mattress and the bottom sheet
5. rinse	_____	e. solutions or detergents used for cleaning
6. one at a time	_____	f. when you wash off detergents with water
7. bed pad	_____	g.

READING/SPEAKING

Read the following sentences. Circle **TRUE (T)** or **FALSE (F)** according to the rules of the Housekeeping Department at Holiday Inn. Then, <u>explain your answer</u>.

1. After cleaning the bathroom, the floor should have no hair on it.
   (T) F
2. After cleaning the bathroom, the mirror should have <u>spots</u> on it.
   T F

3. If handles on drawers are loose, don't report it.
T F

4. If there is a used room service tray, put it outside the room.
T F

5. In a **CHECKED-OUT (CO)** room, the room cleaners should check all the drawers.
T F

6. In an **OCCUPIED (OCC)** room, room cleaners should check all the drawers.
T F

7. If you don't understand a guest, smile a lot.
T F

8. Daytime room cleaners do the "turndown" service.
T F

9. When cleaning a room, keep the door open for more air.
T F

10. When changing beds, it's OK to put linen on the floor.
T F

11. It's OK if you let the soap drip on the room carpet because soap cleans everything.
T F

12. You should never speak to the guests; it bothers them.
T F

13. You don't have to dust the ledges on the walls.
T F

14. Change the shower curtain only when it's moldy or mildewy.
T F

15. Don't clean inside the waste baskets--it's too dangerous.
T F

16. Only the housemen have to empty the garbage from the rooms.
T F

17. Don't open the room windows because it lets in too much dust.
T F

18. Vacuum the room last, just before you go.
T F

19. You need different cleaners for the sink, the bathtub, and the toilet.
T F

20. Use only cold water when you rinse.
T F

LISTENING/READING

Listen to the tape and read the sentences below.
Then, complete the sentences by choosing from A, B, or C.

Circle the letter that is your answer.

1. **If the guests don't use all the soap ...**

   a- you should replace it, anyway.
   b- you should replace it only after all the soap is gone.
   c- you will give them a smaller soap next time.

2. **The linen is taken from the rooms by ...**

   a- the housemen.
   b- the room cleaners.
   c- specially trained workers.

3. **When changing a bed, you should take the sheets off ...**

   a- all at the same time.
   b- one at a time.
   c- any way you like.

4. **If you find a guest's items in a CO room, ...**

   a- call the Housekeeping Department.
   b- call the Front Desk.
   c- call the Police Department.

5. Sheets on all beds should be ...

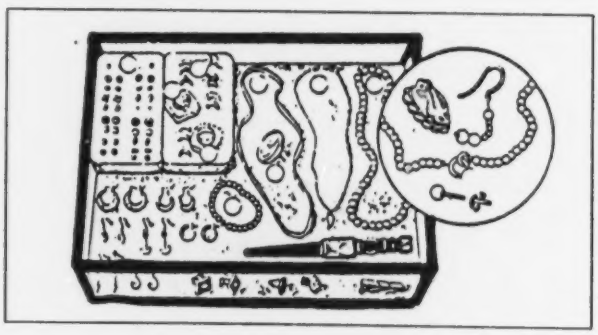
a- wrinkled.
b- crumpled.
c- tight and smooth.

6- The bed pad should be changed ...

a- everyday.
b- after the room is CO.
c- only when dirty or stained.

7- Personal items of the guests ...

a- should never be touched.
b- can be touched only when you dust.
c- can be moved at any time.



8- After cleaning a room, the curtains should be ...

a- open.
b- closed.
c- half open.

9- Towel sets in the bathroom are ...

a- one bath towel and two wash towels.
b- one bath towel, one hand towel, and one wash towel.
c- two bath towels and one face cloth.

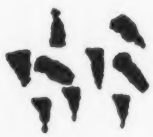
10- Bath mats are replaced ...

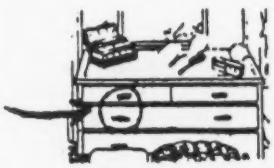
a- only when they are mildewy or moldy.
b- when the guests request it.
c- everyday.

REVIEW/WRITING

Write the names that match to the following pictures.
Choose from the words in the box.

ledge	smile	spots	handles

1. 

2. 

3.

4.

MATCHING

Now match **COLUMN A** with **COLUMN B**.
Write your answers in the spaces provided.

COLUMN A		**COLUMN B**
1. Bathroom and face tissue	I	A. "Do Not Disturb"
2. Extra toilet tissue goes ____		B. always say "Housekeeping"
3. Two laundry bags should be ____		C. after 2 or 3 p.m.
4. Spray room freshener ____		D. must be kept locked.
5. A **DND** sign means ____		E. on top of the toilet tank
6. You can knock at a room with a **DND** sign ____		F. on the shelf, in in the guest's closet
7. When you knock ____		G. in lamps over the bed.
8. Linen and garbage chutes ____		H. when you finish cleaning a room.
9. When room cleaners find more than $100.00 in a CO room ____		I. are replaced daily.
10. 100W lightbulbs are used ____		J. they should call Housekeeping.

UNIT 4: WHAT DO YOU DO?

LISTENING

Listen to the tape and circle the description that best matches the picture.

PICTURE 1

A B C

PICTURE 2

A B C

PICTURE 3

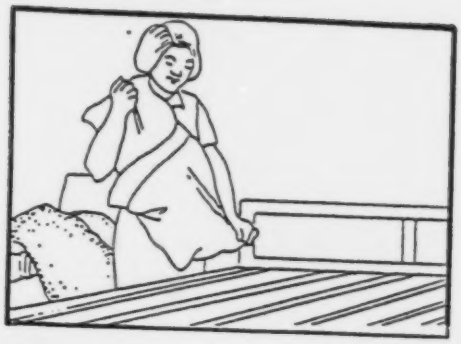
A B C

PICTURE 4

A B C

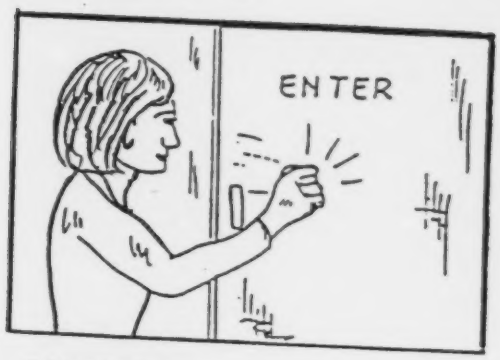
PICTURE 5

A B C



PICTURE 6

A B C



PICTURE 7

A B C

PICTURE 8

A B C

PICTURE 9

A B C

PICTURE 10

A B C

LISTENING/WRITING

Listen to the tape and write your answers to the questions.

EXAMPLE: **(Tape)** **"Is May Ling cleaning the sink?"**

(You write) **Yes, May Ling is cleaning the sink.**

OR

(You write) **No, May Ling is cleaning the bathtub.**

PICTURE 1

_____ _____

_____ _____

PICTURE 2

PICTURE 3

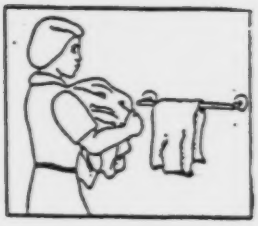
_____ _____

_____ _____

PICTURE 4

PICTURE 5

PICTURE 6



_____ _____

_____ _____

LISTENING

Listen to the tape and put the correct <u>number in the boxes</u> provided.

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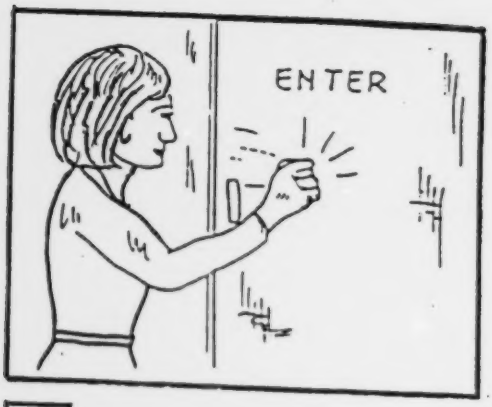
ENTER

48

SPEAKING

Think of how you do your work. Then, put the pictures in their correct order by numbering them.

Next, compare your answers with a partner. If your answers are different, explain why you do what you do in the order you wrote.

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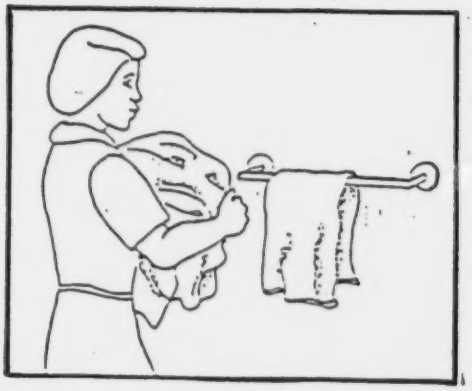

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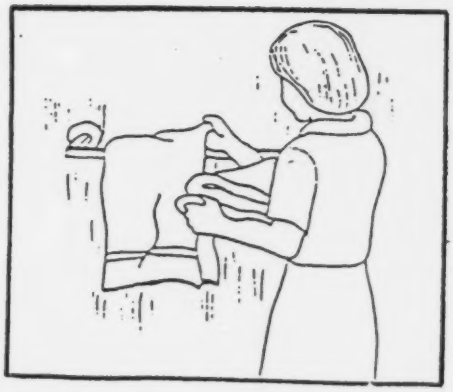

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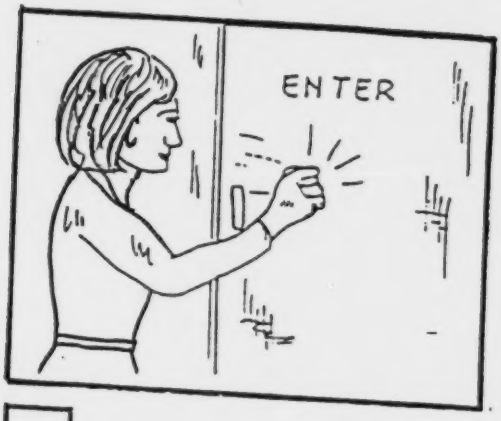

ENTER

SPEAKING

Look at the pictures below and say the word that best matches the action. You may use the same word more than once.

unclog	rinse	wipe
spray	scrub	scrape
mix	pour	polish

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

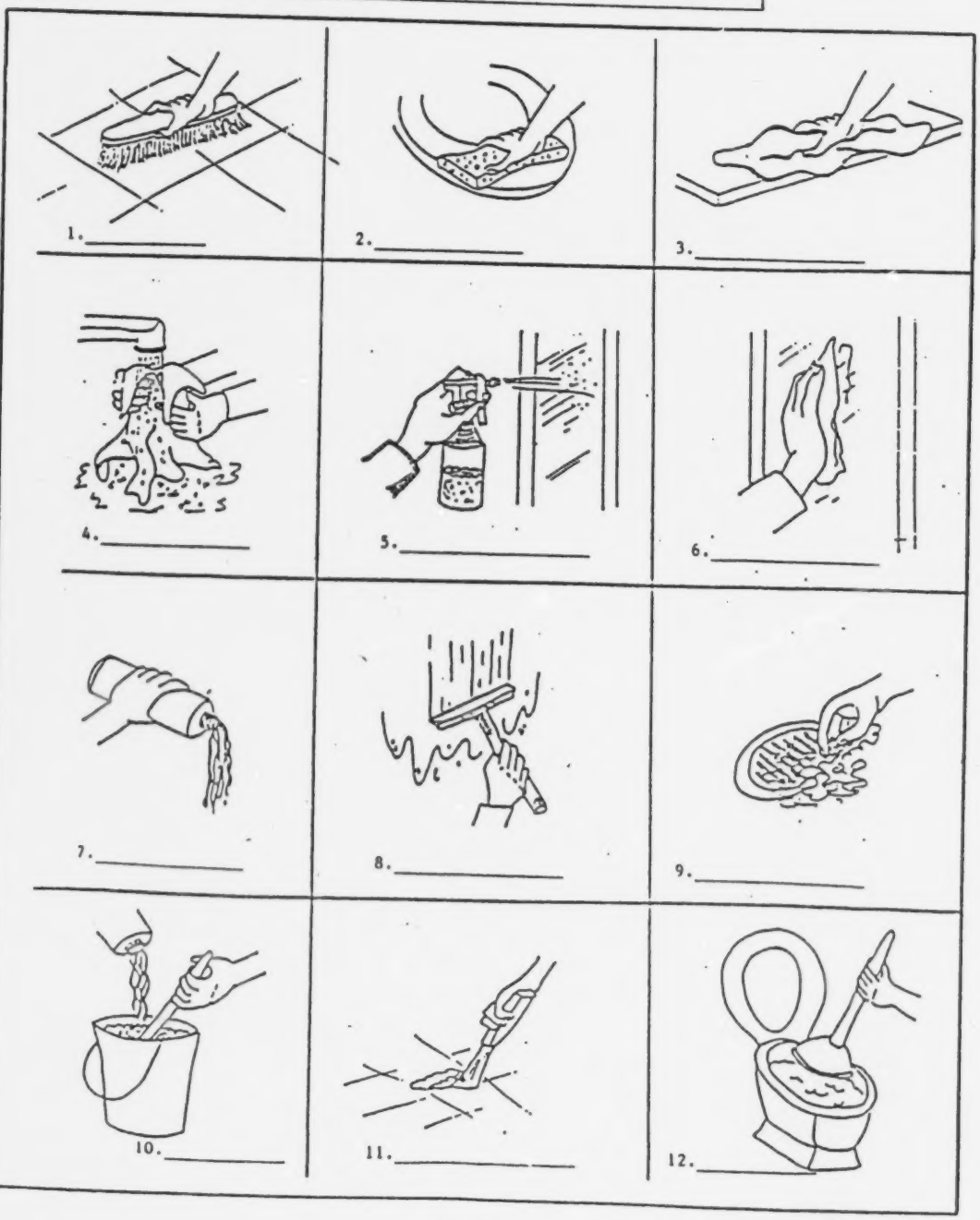
11.

12.

WRITING

Now look at the pictures and write the word that matches the action.

unclog	rinse	wipe
spray	scrub	scrape
mix	pour	scrape



SPEAKING

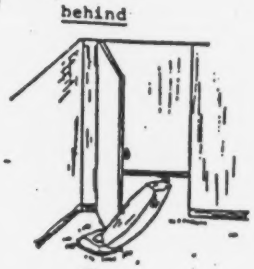
Look at the pictures and tell what you have to do.
Use the words in the pictures and in the box.

EXAMPLE: # 1. (You say) I have to vacuum behind the door.

A)	"should"	means a good idea
B)	"have to"	means an obligation
C)	"must"	means a very strong obligation

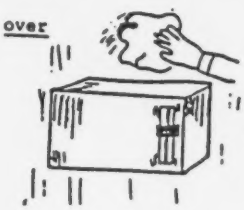
scrub	wipe	sweep
dust	mop	vacuum

1) behind



B

2) over

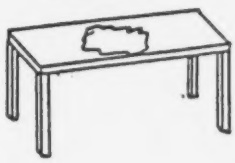


A

3) in back of

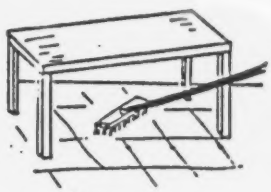
C

4) on top of



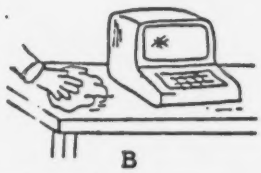
A

5) under



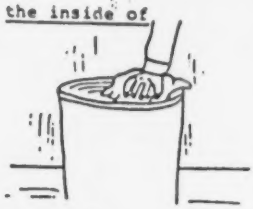
C

6) beside



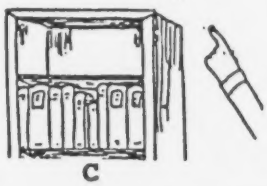
B

7) the inside of



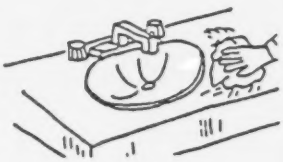
B

8) above



C

9) around



A

WRITING

Say and write the two forms of the following verbs.
Follow the example and then answer the questions.

	(right now)	(yesterday)
EX.: work/I	**I am working**	**I worked**
1. take away/I		
2. make/you		
3. spray/he		
4. scrub/she		
5. scrape/we		
6. strip/you		
7. mop/they		
8. unclog/I		
9. put/she		
10. wipe/we		
11. mix/he		
12. change		

REVIEW/SPEAKING

Answer the following questions about your job.

1. What do you have to scrape off at work?

2. What must you replace at work?

3. When should you spray a room?

4. Do you have to mix cleaners at work?

5. What must you take away from the rooms?

6. What do you have to uncloq? What do you use?

7. What should you put in all the rooms?

8. What do you have to wipe in the bathroom?

9. What must you scrub?

10. Do you have to mop? How do you clean the bathroom floor?

11. How long should it take you to make up a room?

UNIT 5: PRONUNCIATION: CHINESE SPEAKERS

READING

Take turns reading aloud the following story and then answer the questions at the end.

A DAY'S WORK

Rita Kwan is a room cleaner at the **Holiday Inn** hotel at Union Square. She started at the hotel nine years ago. She started in the Laundry Department. Rita is now a maid because she wants to do a different kind of work. As a maid, Rita can practice her English more often when she speaks to the guests. In the Laundry Department she did not speak to guests. Read her story below and Rita will tell you about her day's work.

Hello! My name is Rita Kwan. I am a room cleaner at **Holiday Inn--Union Square.** I work in the Housekeeping Department and my job is cleaning the guest rooms. I make the beds. I clean the bathrooms. I put fresh towels on the towel racks. I also dust the furniture and vacuum the carpets. The job is not very difficult but I have to work very fast.

All the room cleaners also have to go to department meetings every month. At the meetings, we talk about our work and we get important information about our department and about the hotel. We like to make suggestions at the meetings so the hotel will be better. We also like to hear about the good work that we are doing.

Mrs. Chin is our supervisor. She is the Assistant Housekeeper. She tells us which rooms to clean. She also asks the inspectresses to check and see if we cleaned the rooms well. There are many room cleaners at the **Holiday Inn--Union Square** hotel. Some speak Chinese, others speak other languages, but well all speak English at work.

When I get to work, I go to the ladies' locker room. I change my clothes and put on my uniform. Then, I go to Mrs. Chin's office to get a list of rooms that I must clean that day. After that, I go to the storage room to get a cart and a caddy. I load the caddy with cleaning supplies and equipment. I load the cart with things guests need in their rooms.

Next, I go to the first room on my list. I look at the door to see if it has a "DO NOT DISTURB SIGN" on it. If there is a sign, I go to the next room. If the door does not have a sign on it, I knock on the door. If nobody is in the room, I open the door with a special key. That key is called a "pass key". It opens all the doors of the guest rooms.

Then, I start to work. First, I make the beds. Next, I dust the furniture, clean the ashtrays, and empty the trash. Then, I clean the bathroom. I take out the dirty bath towels, wash cloths and I replace the bath mat. I scrub the sink and the bath tub. I wipe the mirrors and clean the toilet. Last, I wipe the bathroom floor.

Now I am almost done. I put out clean towels, wash cloths, and a new bath mat. Then, I put out things the guests might need: hand soap, matches, stationary, drinking glasses, and other things. At the end, I vacuum the carpet and spray room freshener.

I leave the room and lock the door. I cross out that room number from the list Mrs. Chin gave me. Next, I go to the next room and clean it. I do this all day. During a busy day, I clean fifteen rooms.

At lunch time, I eat in the cafeteria with the other room cleaners. We get free meals at the hotel. When I finish my work day, I put the cart and the caddy back in the storage room. I tell Mrs. Chin I am finished for the day. I go back to the locker room and put on my street cloths. Then, I go home.

The day goes by fast! I like working here. I like what I do and I like the people I work with at the **Holiday Inn** hotel.

Review the story about Rita Kwan.
Then, read the sentences below and circle **TRUE (T)** or **FALSE (F)**

EXAMPLE: **The room cleaner's name is Mary Smith.**
T (F)

1. Rita began work in the Housekeeping Department.
   T F

2. Rita never speaks to the guests.
   T F

3. Rita thinks her job is very difficult.
   T F

4. Mrs. Chin is Rita's sister.
   T F

5. There are not many room cleaners at the hotel.
   T F

6. Rita puts her supplies on her cart.
   T F

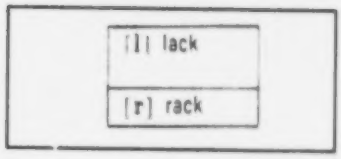
7. Rita does not have a pass key.
   T F

8. First, Rita puts out clean towels, then, she cleans the ashtrays.
   T F

9. Rita has lunch by herself in the park.
   T F

10. Rita likes her job.
    T F

THE SOUNDS



A. Look at the teacher to see how these sounds are made.
Watch the tongue, the lips, and the face in general.

B. Now listen and repeat the following sentences:

1. **The <u>load</u> is on the <u>road</u>.** **(load = many, heavy things)**
2. **The teacher <u>collects</u> and <u>corrects</u> the tests. (collects = gets)**
3. **The <u>glass</u> is on the <u>grass</u>.**
4. **This is the <u>bill</u> for the <u>beer</u>.**
5. **The <u>light</u> is on the <u>right</u>.**

C. Now listen and repeat the following words.
Words <u>underlined</u> are good to know in housekeeping.

<u>light</u>	/	<u>right</u>
<u>lock</u>	/	rock
<u>long</u>	/	<u>wrong</u>
loom	/	<u>room</u>
flee	/	<u>free</u>
file	/	<u>fire</u>
<u>dial</u>	/	dire
<u>wall</u>	/	war

Look again at the reading about Rita Kwan.
Find and write down <u>three words</u> that have the following sounds.

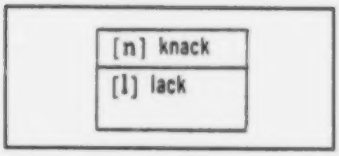
SOUND: *l*

1. _____
2. _____
3. _____

SOUND: *r*

1. _____
2. _____
3. _____

THE SOUNDS



A. Look at the teacher to see how these sounds are made.
Watch the tongue, the lips, and the face in general.

B. Now listen and repeat the following sentences:

1. **It is <u>not</u> a <u>lot</u>.**
2. **It's not <u>nice</u> to have <u>lice</u>. (lice = bugs in your hair)**
3. **This <u>line</u> is number <u>nine</u>.**
4. **I <u>never</u> pull that <u>lever</u>. (lever = switch)**
5. **At <u>night</u> turn on the <u>light</u>.**
6. **There's a <u>bone</u> in that <u>bowl</u>. (bone = hardest part of body)**

C. Now listen and repeat the following words.
Words <u>underlined</u> are good to know in housekeeping.

<u>name</u>	/	lame
<u>near</u>	/	leer
<u>neighbor</u>	/	labor
<u>never</u>	/	<u>lever</u>
<u>nice</u>	/	<u>lice</u>
<u>night</u>	/	<u>light</u>
<u>notice</u>	/	lotus
mean	/	<u>meal</u>
bone	/	<u>bowl</u>
snide	/	<u>slide</u>

Look again at the reading about Rita Kwan.
Find and write down <u>three words</u> that have the following sounds.

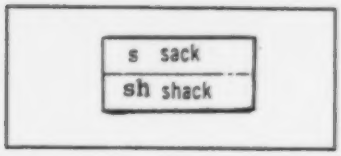
SOUND: n

1. _____
2. _____
3. _____

SOUND: l

1. _____
2. _____
3. _____

THE SOUNDS



A. Look at the teacher to see how these sounds are made.
Watch the tongue, the lips, and the face in general.

B. Now listen and repeat the following sentences:

1. **What did <u>she</u> <u>see</u>?**
2. **This <u>shoe</u> belongs to <u>Sue</u>.**
3. **Those <u>socks</u> are a <u>shock</u>!** (shock = big surprise)
4. **I <u>said</u> he's in the <u>shed</u>.** (shed = small wooden house)
5. **It's a <u>shame</u> they're not the <u>same</u>.** (shame = embarrasing)
6. **I always <u>shave</u> but never <u>save</u>.** (save = put money in bank)

C. Now listen and repeat the following words.
Words <u>underlined</u> are good to know in housekeeping.

<u>said</u>/shed
<u>same</u>/shame
save/<u>shave</u>
<u>see</u>/<u>she</u>
<u>seen</u>/sheen
<u>sock</u>/shock
sop/<u>shop</u>
<u>sort</u>/<u>short</u>
sour/<u>shower</u>
sue/<u>shoe</u>

Look again at the reading about Rita Kwan.
Find and write down <u>three words</u> that have the following sounds.

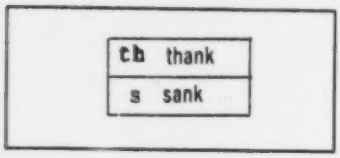
SOUND: S

1. _____
2. _____
3. _____

SOUND: SH

1. _____
2. _____
3. _____

THE SOUNDS



A. Look at the teacher to see how these sounds are made.
Watch the tongue, the lips, and the face in general.

B. Now listen and repeat the following sentences:

1. **It's no <u>sin</u> to be <u>thin</u>.** **(sin = very bad action)**
2. **I <u>think</u> that's the <u>sink</u>.**
3. **<u>Thick</u> soup for a <u>sick</u> man.**
4. **There is a <u>bass</u> in the <u>bath</u>!** **(bass = type of fish)**
5. **Let's <u>pass</u> through this <u>path</u>.** **(path = road for walking)**

C. Now listen and repeat the following words.
Words <u>underlined</u> are good to know in housekeeping.

<u>thank</u>	/	sank
<u>thick</u>	/	<u>sick</u>
<u>think</u>	/	<u>sink</u>
<u>bath</u>	/	bass
path	/	<u>pass</u>

Look again at the reading about Rita Kwan.
Find and write down <u>three words</u> that have the following sounds.

SOUND: th

1. _____
2. _____
3. _____

SOUND: S

1. _____
2. _____
3. _____

Now listen to the words your teacher will read and circle them on your paper. At the end, repeat them after your teacher.

EXAMPLE: (Teacher says: "Light".
You circle: right / (light)

L/R

light	/	right
lock	/	rock
long	/	wrong
loom	/	room
flee	/	free
file	/	fire
dial	/	dire
wall	/	war

N/L

name	/	lame
near	/	leer
neighbor	/	labor
never	/	lever
nice	/	lice
night	/	light
notice	/	lotus
mean	/	meal
bone	/	bowl
snide	/	slide

S/SH

said	/	shed
same	/	shame
save	/	shave
see	/	she
seen	/	sheen
sock	/	shock
sop	/	shop
sort	/	short
sour	/	shower
sue	/	shoe

TH/S

thank	/	sank
thick	/	sick
think	/	sink
bath	/	bass
path	/	pass

LISTENING/SPEAKING

Listen to the following dialogues. Then, choose a partner and practice them. Carefully listen to each other's pronunciation.

DIALOGUE 1: The sounds L and R

Mrs. Chin: John, go to room 1268.
Houseman: Why? What's wrong?
Mrs. Chin: The light is not installed right. If the light is installed wrong, it may cause a fire.
Houseman: You're right. I'll take care of the light in room 1268.
Mrs. Chin: Don't wait too long!

DIALOGUE 2: The sounds L and N

Guest: Maid! This hotel is not nice. In my room there are lots of lice!
Maid: I'm sorry, sir. We never have lice.
Guest: And the window lever doesn't work.
Maid: And the lights?
Guest: The lights near the hallway don't turn on.
Maid: Anything else, sir?
Guest: Yes, I have a neighbor who snores all night!

DIALOGUE 3: The sounds S and SH

Guest: Excuse me, maid. This room is a shed!
Maid: I'm sorry. What was it you said?
Guest: This room is a shed.
I came back and my shoes were in the shower!
This makes me very sour!
Maid: I see. I'm shocked. Please don't sue!
I'm not the same maid who cleaned your room.
Guest: Well, my patience is getting
sort of short! Who is your supervisor?

DIALOGUE 4: The sounds S and TH

Maid: (knock, knock) Housekeeping!
Guest: Come in! I'm sick today
and will not leave the room.
Maid: Maybe you should take a warm bath.
Guest: Oh, I think my cold will pass.
Maid: Can I move your medicines by the sink?
Guest: I thouqht I put them away!
Maid: Oh, it's no sin! You're very tense!
Guest: Well, thank you, maid ... What's today's date?
Maid: I think today is the tenth.

HOLIDAY INN -- UNION SQUARE
HOUSEKEEPING DEPARTMENT
MODULE 1
LISTENING SCRIPT AND ANSWER KEY

UNIT 1: IN THE HOTEL ROOM

MATCHING -- p. 1

a. 19
b. 1
c. 10
d. 4
e. 2
f. 9
g. 11
h. 8
i. 5
j. 7
k. 13
l. 12
m. 14
n. 15
o. 12
p. 17
q. 6
r. 16
s. 3
t. 18

MATCHING -- pp. 3-4

a. 7
b. 4
c. 8
d. 3
e. 2
f. 14
g. 9
h. 5
i. 13
j. 12
k. 16
l. 10
m. 1
n. 6
o. 11
p. 18
q. 17
r. 15

MATCHING -- pp. 6-7

A.	11	G.	1
B.	6	H.	4
C.	12	I.	2
D.	5	J.	3
E.	7	K.	9
F.	8	L.	10

WRITING -- p. 9

1. on top of
2. in front ot
3. outside
4. left
5. far from

WRITING -- p. 9

1. out
2. on top of; above
3. by; beside; similar
4. below; beneath; underneath
5. into; inside
6. across;

SPEAKING -- p. 11

a. on top of

b. inside

c. below

d. above

e. behind

f. beside

g. in front of

UNIT 1: LISTENING SCRIPT

LISTENING/WRITING -- pp. 7-8

1. What is to the right of the TV set?
2. What is to the left of the night stand?
3. What is on the table?
4. What is inside the mini bar?
5. What is under the lamp?
6. What is between the bathroom and the window?
7. What is next to the bed?
8. What is on top of the night stand?
9. What is behind the pillows?
10. What is in front of the window?

UNIT 2: PROBLEMS AND REQUESTS

READING -- p. 13

1. P
2. P
3. P
4. P
5. P
6. P
7. P
8. R
9. R
10. P

SPEAKING -- p. 14

1. towels
2. hangers
3. baby crib
4. headboard
5. towel bar
6. toilet seat

READING -- p. 15

1. P
2. P
3. P
4. R
5. P
6. P
7. R
8. R
9. P
10. R

WRITING -- p. 17

1. do
2. doesn't
3. doesn't
4. doesn't
5. don't
6. does
7. do
8. do
9. don't
10. don't

WRITING -- p. 22

1. quiet
2. dry
3. bottom
4. locked out
5. draining
6. occupied
7. clean
8. broken
9. found
10. cold
11. low
12. damaged
13. fast
14. less
15. tight

READING -- pp. 22-23

1. P
2. P
3. P
4. P
5. P
6. NP
7. P
8. P
9. P
10. P
11. P
12. NP
13. P
14. P

WRITING -- p. 23

1. flush
2. replace
3. leaks; drips; keeps running
4. fill up
5. take ... out
6. smells
7. change
8. drips; leaks
9. make (up)
10. goes out

UNIT REVIEW -- p. 26

1. BD
2. BD
3. BTH
4. BTH
5. BD
6. BTH
7. BTH
8. BD
9. BD
10. BTH
11. BD
12. BTH
13. BD
14. BD
15. BTH
16. BD/BTH
17. BD/BTH
18. BTH
19. BTH
20. BD

WRITING -- p. 26

1. toilet
2. toilet/sink/bath tub
3. faucet
4. pipes
5. stopper
6. key
7. carpet
8. shower head
9. air conditioning
10. take out

11. take
12. make (up
13. replace
14. blinking
15. rush
16. light bulbs
17. toilet
18. stuck
19. "stuck"
20. replace; bring
21. spray
22. sheets
23. peeling

SPEAKING -- p. 28

1. clean
2. locked out
3. missing; lost
4. old
5. more
6. fixed
7. damaged
8. loose
9. peeling
10. clogged
11. noisy
12. high
13. top
14. vacant
15. wet

SPEAKING -- p. 31

1. toilet tank
2. toilet
3. shower head
4. faucet
5. carpet
6. air conditioning
7. lights
8. keys
9. toilet
10. door

WRITING -- p. 31

1. chairs
2. paint
3. sink; toilet; bath tub
4. guests
5. hanging lamp
6. sheets
7. bath tub; sink
8. towel bars
9. light bulbs
10. paint

LISTENING/WRITING -- p. 33

1. doesn't
2. does
3. do
4. doesn't
5. do
6. doesn't
7. does
8. don't
9. doesn't
10. do
11. do

WRITING -- p. 34

1. don't
2. do
3. doesn't
4. does
5. do
6. doesn't
7. don't
8. don't
9. do
10. do

UNIT 3: DO'S AND DON'TS OF HOUSEKEEPING

MATCHING -- p. 35

1. C
2. F
3. A
4. E
5. D
6. B

MATCHING -- p. 36

1. C
2. G
3. B
4. E
5. F
6. A
7. D

READING/SPEAKING -- p. 36

1. T
2. F
3. F
4. T
5. T
6. F
7. F
8. F
9. F
10. F
11. F
12. F
13. F
14. F
15. F
16. F
17. F
18. T
19. F
20. T

LISTENING/READING -- p. 39

1. B	6. C
2. B	7. B
3. B	8. B
4. A	9. B
5. C	10. C

REVIEW/WRITING -- p. 41

1. spots
2. handles
3. ledge
4. smile

MATCHING -- p. 42

1. I	6. C
2. E	7. B
3. F	8. D
4. H	9. J
5. A	10. G

UNIT 4: WHAT DO YOU DO?

LISTENING -- p. 43

1. C
2. B
3. A
4. C
5. B
6. C
7. C
8. B
9. A
10. C

SPEAKING -- p. 50

1. unclog
2. rinse
3. wipe; polish
4. spray
5. wipe
6. scrape
7. mix
8. pour
9. wipe
10. scrub
11. wipe
12. scrub

WRITING -- p. 51

1. scrub
2. wipe
3. wipe
4. rinse
5. spray
6. wipe
7. pour
8. wipe
9. scrub
10. mix
11. scrape
12. unclog

SPEAKING -- p. 52

1. vacuum
2. wipe
3. mop
4. wipe
5. sweep
6. dust
7. wipe
8. dust
9. wipe

UNIT 4: LISTENING SCRIPT

LISTENING -- p. 43

PICTURE 1

A B C

A. I take out the towels.
B. I empty the garbage.
C. I scrub the bathtub.

PICTURE 2

A B C

A. I scrub the bathtub.
B. I take out the towels
C. I empty the trash.

PICTURE 3

A B C

A. I replace the towels.
B. I empty the garbage.
C. I scrub the bathtub.

PICTURE 4

A B C

A. I scrub the bathtub.
B. I take out the towels.
C. I empty the trash.

PICTURE 5

A B C

A. I change the bed.
B. I change the pillow cases.
C. I make the bed.

PICTURE 6

A B C

A. I open the door.
B. I use the pass key.
C. I knock on the door.

PICTURE 7

A B C

A. I change the bed.
B. I dust the table.
C. I tuck in the pillows.

PICTURE 8

A B C

A. I set the table.
B. I polish the table.
C. I fix the table.

PICTURE 9

A B C

A. I vacuum the carpet.
B. I sweep the carpet.
C. I stain the carpet.

PICTURE 10

A B C

A. I fix my cart.
B. I load up my car.
C. I load up my cart.

LISTENING/WRITING -- p. 45

EXAMPLE: Is May Ling cleaning the sink?

1. Is ML taking out the towels?
2. Is ML taking off the bedspread?
3. Is ML loading up her cart?
4. Is ML vacuuming the room?
5. Is ML tucking in the pillows?
6. Is ML putting the towels on the towel rack?

LISTENING -- p. 46

1. ML changes the pillows.
2. She scrubs the bathtub.
3. She dusts and polishes the table.
4. She puts out clean towels.
5. She knocks at the room door.
6. She takes out the dirty towels.
7. She empties the trash.
8. She tucks in the pillow.
9. She loads up her cart.
10. She vacuums the carpet.

UNIT 5: PRONUNCIATION

TRUE OR FALSE? -- p. 57

1. F
2. T
3. F
4. F
5. F
6. T
7. F
8. F
9. F
10. T